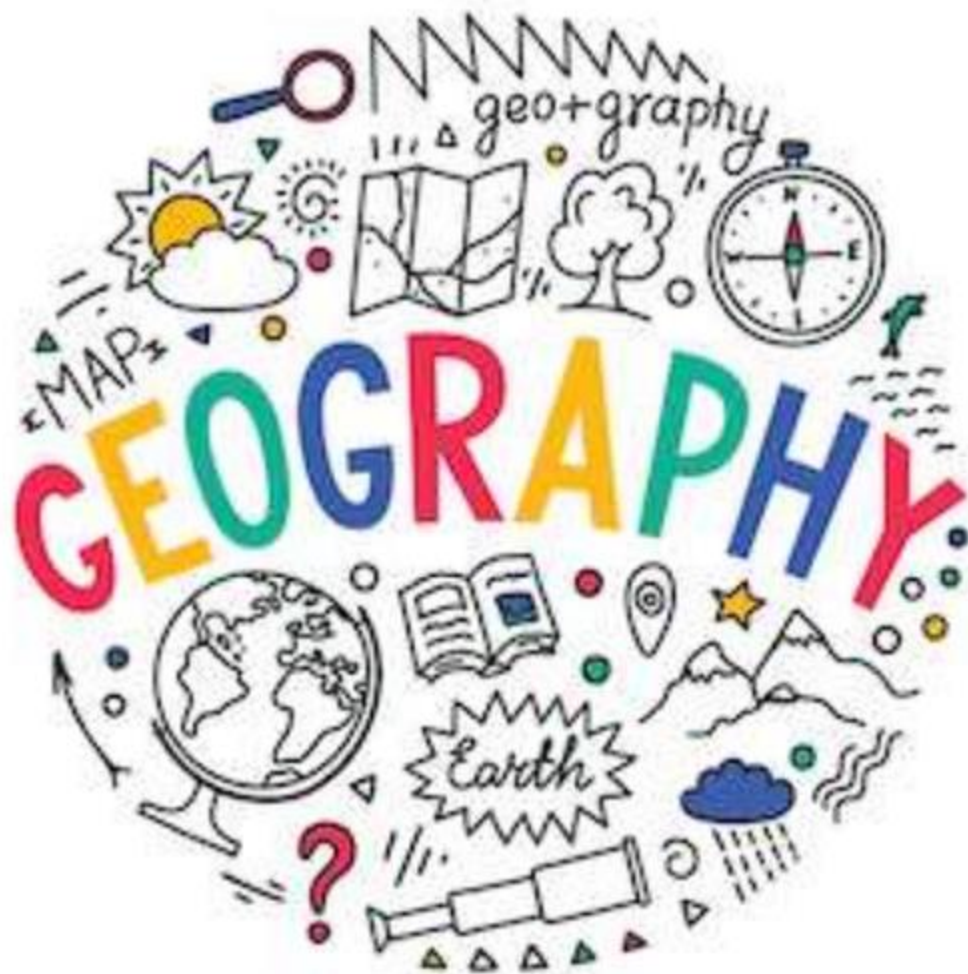




Subject: Art		Term: Autumn 1		Topic: Drawing: Exploring Line and Shape (Kapow)			
The Big Question: How can you make your mark?							
	Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six	
Learning objectives	To explore control and pressure to create different types of lines.	To practise drawing different lines using music as a stimulus..	To connect lines to create shapes	To explore lines and shapes in pictures for portrait drawing.	To use control and pressure skills to add colour to a drawing	To create an artist-inspired artwork using lines and shapes.	
Sequential steps	I can talk about an artist and their work. I can draw different types of lines with a range of materials. I can press hard and light to create different types of lines. I can describe lines using the words I have learnt.	I can identify different types of lines in a drawing. I can draw lines reflecting what I hear in music, changing my pressure and control. I can select different materials to make lines.	I can identify organic shapes. I can connect lines to create a shape. I can use different types of lines to create a shape.	I can identify basic shapes in works of art and everyday objects. I can talk about what I like and dislike in a piece of art. I can use shapes to draw a face.	I can change how hard I press to make a colour lighter or darker. I can colour within lines consistently. I can choose colours taking inspiration from Paul Klee.	I can use drawing materials to fill a shape with lines and shapes. I can notice and talk about how my art looks like Brianna McCarthy's and how it's different. I can describe lines, shapes and colours seen in Brianna McCarthy's work and my own.	
Question Driver	How can different types of lines be drawn?	How did your drawing change depending on the music?	How can you use different materials to colour in larger/smaller areas?	Can you describe some of the shapes you can see in a piece of artwork?	How can you use different pressures to make this colour darker/lighter?	What shapes and lines will you draw?	
Assessment for learning opportunities	Can children demonstrate a variety of different lines.?	Can children work collaboratively? Can children talk about the changes?	Can children draw round shapes? Can they say which media they like and why?	Can the children use a range of shapes to draw a face?	Are the children able to adjust their pressure to change tones?	Post unit assessment	



Subject: Computing		Topic: 'Keeping Safe and Exploring Technology'					Term: Autumn 1		
The Big Question: What is technology and how do I stay safe? Zip It, Block It, Flag It									
Skills Builder focus this term									
									
	Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six	Lesson Seven	Lesson Eight	
Learning Objectives Sequential Steps 	Unplugged Pre Assessment - Explain ways of staying safe and healthy when we use our devices. - List some technology you might find in your home. - List some technology you might find in shops. Online Safety Agreement	Media Balance is Important - Know when and why to take breaks from device time. - Consider the feelings of people around them, even when engaged in fun online activities. Zip It, Block It, Flag It	Safety in my Online Neighbourhood - Discover that the internet can be used to visit faraway places and learn new things. - Compare how staying safe online is similar to staying safe in the real world. - Explain rules for traveling safely on the internet.	Technology in Our Homes - To recognise common uses of technology in the home - To understand what the internet is - To recognise devices that can be connected to the internet	Technology in the World Around Us - To understand how shops might use technology - To explain how technology can help people	Exploring Machines We Control - To explore control technology devices - To explain how a control device works - To compare different types of control devices		Drawing Club in 2Paint - To make a machine/device - To explain how a their device works	
Question Driver	In what ways do we stay safe online?	How do you visit places safely online?	What ways do you stay safe in the real world /online	What is the internet?	How does technology help people?	What is it and how does it work?	Do any other machines work in a similar way?	Can you talk about how your machine works?	
Assessment for Learning Opportunities	I can talk about things we do at home and school to keep safe.	Can children give 3 rules on how to stay safe online?	Can children make links between online safety in the real world and online?	Can children explain what the internet is and name some devices which use the internet?	Can children identify the use of technology around us and suggest how it might change in the future?	Can children explain how something works and how it compares to other devices?		Can children make their own machine and describe how it works?	



The Big Question: Where do you live?

Skills Builder focus this term



	Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six	Lesson Seven
Learning objectives  Sequential steps	Pre-Ass Where is our school? To locate the school on an aerial photograph.	To create a map of the classroom	To locate key features of the playground.	To draw a simple map.	To investigate how we feel about our playground.	To create a design to improve our playground.	Post Assess Green pen Where is our school?
Question Driver	Where in the world are we?	What can we see in our classroom?	What can we find in our school grounds?	What are the different places in our school?	How do we feel about our playground?	How can we make our playground better?	Where do we live?
Assessment for learning opportunities	Do children know the name of the country they live in? Do children know the name of the village/town/city they live in?	Can children represent classroom features using objects to create a messy map? Can children begin to use directional language to describe the location of features?	Can children identify features in the school grounds? Can children begin to use directional language to describe direction and location?	Can children draw features on a map? Can children use simple shapes or symbols?	Can children explain how I feel about areas of the playground? Can children complete a questionnaire to express their opinion?	Can children draw a design to improve three areas of the playground? Can children use the results from the survey to think of ideas for their design?	Can children draw a map? Do they know compass points? Where do we live? What else can they add?



Subject: Music		Topic: Hey You!						Term: Autumn 1	
The Big Question: What is hip hop music?									
Skills Builder focus this term									
									
	Lesson One	Lesson Two	Lesson Three	Lesson Four	Lesson Five	Lesson Six	Lesson Seven	Lesson Eight	
Learning Objectives  Sequential Steps	Pre Assess What do children already know about hip hop style music?	Step 1 - Start to learn to sing the song, Hey You by Joanna Mangana Listen and Appraise - what can you hear?	Step 2 - Sing, listen and appraise Me, Myself And I by De La Soul Play instrumental parts within the song	Step 3 - Listen and Appraise Fresh Prince of Bel Air - Will Smith Sing the song and improvise using voices and/or instruments within the song	Step 4- Listen and Appraise Rapper's Delight by The Sugarhill Gang Sing the song and perform composition(s) within the song	Step 5 - Listen and Appraise U Can't Touch This by MC Hammer Choose what you perform today. Start to prepare for the end-of-unit performance	Step 6 - Listen and Appraise It's Like That by Run DMC	Post Assess Can children explain and describe what Hip-hop music is and perform songs learnt to an audience.	
Question Driver	What is Hip Hop? What is the style of this music?	Do you like the song? How is the song put together?	What is the structure of the song?	What voice tone can I hear?	Can you rap? How are the songs similar/different?	Which instrument will you use to perform hip-hop?	Can you compose a rhythm?	Can you perform Hip-hop?	
Assessment for Learning Opportunities	Can children talk about hip-hop music?	Can children find the pulse?	Can children copy back rhythms they hear?	Can children recognise two instruments that they hear?	Can they rap and sing in time with the music?	Can they play instruments accurately and in time for a performance?	Can the children compose a simple melody using simple rhythms for a performance?	Can children rap and sing in time with the music? Can they sing and perform playing an instrument to an audience?	



Subject: PE			Term: Autumn 1				Topic: Gymnastics						
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	Week One	Week Two	Week Three	Week Four	Week Five	Week Six							
Learning objectives  Sequential steps	To perform 'like' actions in a sequence.	To carry and set up apparatus safely.	To perform shapes on both large and small body parts.	To take off and land and use shape in our jumps.	To travel on our feet, showing good body tension.	To create different levels in a performance.							
Question Driver	What is a 'like' action in a sequence?	How do we move apparatus safely?	What is a small or large body shape?	What is a good take off position?	How can we show good body tension?	Can we perform a 6 element sequence?							
Assessment for learning opportunities	Can the children link two like actions? Can children perform two rolls or two jumps, link them together and repeat?	Can the children move mats and benches safely? Can children identify key points for moving apparatus? Can children transfer like sequences to low apparatus?	Can children identify that shapes can be performed on large or small body parts? Can children transfer shapes from small body parts to large ones? Can children use body tension to hold shapes?	Can children take off and land with (some) control? Can children jump for height and distance? Can children perform shapes in jumps?	Can children explore ways of travelling on feet using good body tension? Can children link types of travel to make a sequence? Can children use knowledge of shapes and implement them in a sequence?	Can children choose two like actions rolls, travel on feet or jumps that show different levels? Can children choose a shape to start and finish? Can children create and perform a 6 element sequence?							



Subject: PSHE Jigsaw		Term: Autumn 1		Topic: Small Me, Big World				
The Big Question: What is it like to be me?								
Skills Builder focus this term								
								
	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight
Learning objectives Sequential steps 	I can feel happy coming to school and into my new class	To know how to feel special and safe	To understand the rights and responsibilities as a member of my class	To understand the rights and responsibilities as a member of my class	I know my views are valued and can contribute to the Learning Charter	I can recognise the choices I make and understand the consequences	I understand my rights and responsibilities within our Learning Charter/ Blossom Code	I can feel proud to be me and perform to others
Question Driver	What is the same and different in your new class?	What makes you feel happy and safe in school?	Where do you belong?	How can we make our class a safe place for everybody to learn?	Can you describe a time when you felt proud of an achievement?	What impact do my choices have on myself and others?	Why do we have the Blossom Code?	Can you perform proudly to others?
Assessment for learning opportunities	Are children beginning to feel happy and settled in their new class?	Can children identify how to make their class a safe place for everybody to learn?	Can children talk about belonging to a class and their school?	Can children talk about taking responsibility so that everyone can learn?	Can children talk about feeling proud and their achievements?	Can children identify what makes a good choice and what makes a bad choice?	Can children explain the importance of following the Blossom Code? Do they understand that all children have rights and responsibilities?	Can children show how they belong to the class, by taking responsibility and performing proudly to others?



Religious Education

Subject: Religious Education

Term: Autumn 1

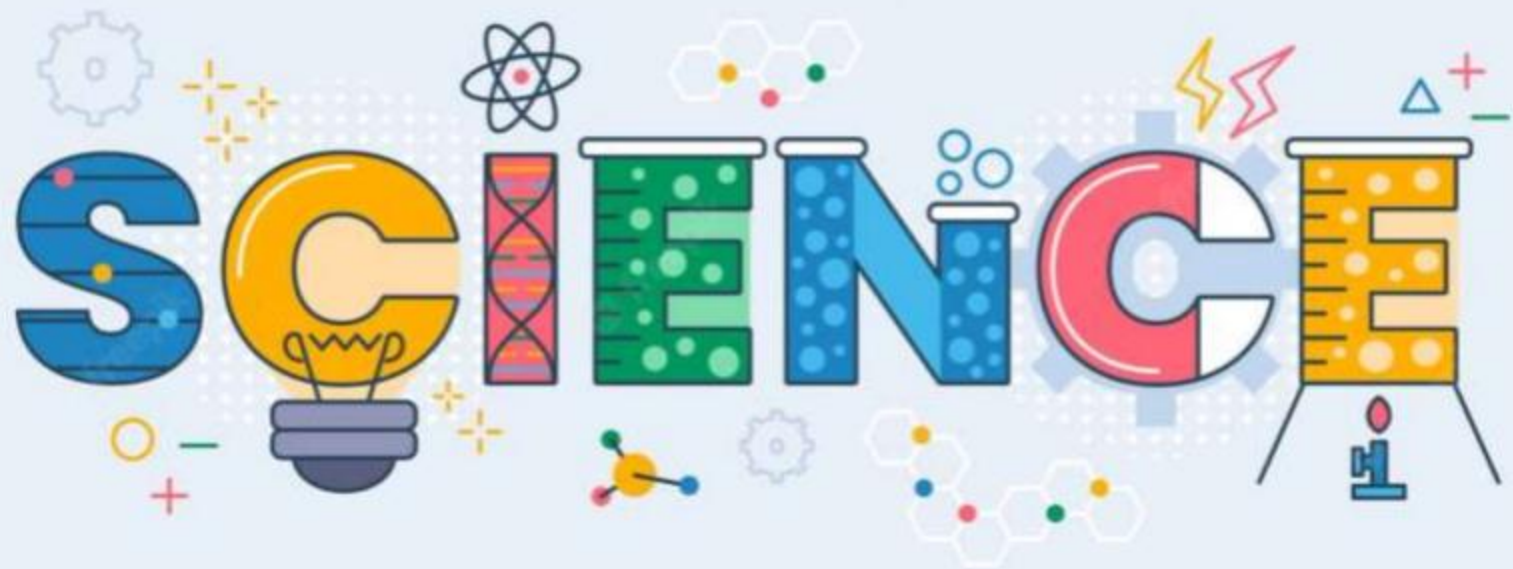
Topic: Christianity

The Big Question: What can we learn about Christianity from visiting a church?

Skills Builder focus this term



	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven	Week Eight
Learning objectives	Pre-Ass What do the children know about Christianity?	What does it mean to belong to a religion?	To identify some outside features of a church	To identify some inside features of a church	To understand what happens at a Christening / Baptism	To understand what happens at a Christening/ Baptism	To find out about the Christian Festival Harvest.	To know why the Bible is important to Christians
Sequential steps	What does it mean to belong?					Trip to St Peter's Church		Post Assess Green pen What do I know now about Christianity
Question Driver	What do you belong to?	How can you tell that someone belongs to a religion?	What does a church look like outside?	What does a church look like inside?	What do the different people do at a Christening?	What happens at a Christening?	What happens at a harvest festival?	What is a Bible?
Assessment for learning opportunities	Can children explain that they belong to a family?	Can children match religious symbols to the religion?	Can children talk about the main outside features of a church?	Can children label the main inside features of a church?	Can the children identify the different people at a Christening?	Can the children remember what happens at a Christening?	Can the children name some things we do at school to celebrate Harvest?	Can the children explain what the Bible is?



Subject: Science		Term: Autumn 1		Topic: Small Me, Big World			
The Big Question: What's inside my body?							
Skills Builder focus this term							
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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Learning objectives	Pre-Ass What do you already know about our bodies?	To identify and name main organs in our body	To identify our different senses	To investigate our sense of taste.	To investigate our sense of smell	To investigate our senses of hearing, sight and touch.	Post Assess
Sequential steps	To identify specific body parts.						Green pen What do you know about our bodies?
							
Question Driver	Which body parts can name and label?	What is an organ and what does it do for our body?	What are the five senses?	What are your favourite tastes?	What are your favourite smells?	What can you see, hear and feel?	What have you learnt about your body and senses?
Assessment for learning opportunities	Can children talk about, name and label different body parts?	Can children name, describe and locate organs?	Can children name and use senses to describe texture, sounds and smells?	Can children ask simple questions and make observations? Can children identify and classify food according to taste? Can children record data to answer questions?	Can children ask simple questions and make observations? Can children record data to answer questions? Can children identify and classify smells?	Can children observe closely, using simple equipment? Can children perform simple tests and record results?	Can children name different body parts organs and discuss their function? Can children explain how to take care of our bodies? Can they name and describe the five senses and use senses to describe texture, sounds and smells?